

### ***English teaching activities using the shift system during the pandemic at SMAN 3 Langsa***

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#### **Abstract**

The aim of this research was to describe the experience of teaching activities using the shift system during the pandemic and to know the obstacles students experience in the learning activity. The method of this study was qualitative with a descriptive design. The subject of the study was one teacher and 10 students of XI IPA<sup>3</sup> of SMAN No. 3 Langsa. The data were collected by using a questionnaire and documentation. Based on the result of the research, the experience of teaching activity using a shift system has an impact on the learning process. The teacher must arrange the schedule and students' material according to the syllabus continuously for different days. It often leads the teacher to repeat the material unintentionally. In addition, the duration of learning is only 30 minutes, which the previous was 45 minutes. Then, students also experienced obstacles during the learning. Students found difficulties in understanding the materials explained by the teacher because the duration was short. The system made them lazy to study as the learning is divided into in shift-shift A & B. It can be concluded that the teaching activity using the shift system does not run optimally.

**Keywords:** *Teaching Activities, Pandemic, and Shift System*

#### **Abstrak**

Tujuan penelitian ini adalah untuk mendeskripsikan pengalaman kegiatan mengajar menggunakan sistem shift selama pandemi dan untuk mengetahui kendala yang dialami siswa dalam kegiatan pembelajaran. Metode penelitian ini bersifat kualitatif dengan desain deskriptif. Subjek penelitian adalah satu guru dan 10 siswa XI IPA 3 SMAN 3 Langsa. Data dikumpulkan dengan menggunakan kuesioner dan dokumentasi. Berdasarkan hasil penelitian, pengalaman kegiatan mengajar menggunakan sistem shift berpengaruh terhadap proses pembelajaran. Guru harus mengatur jadwal dan materi siswa sesuai silabus secara terus menerus untuk hari yang berbeda. Ini sering membuat guru mengulangi materi secara tidak sengaja. Selain itu, durasi pembelajaran hanya 30 menit, yang sebelumnya 45 menit. Kemudian, siswa juga mengalami kendala selama pembelajaran berlangsung. Siswa menemukan kesulitan dalam memahami materi yang dijelaskan oleh guru karena durasinya singkat. Sistem tersebut membuat mereka malas belajar karena pembelajaran dibagi menjadi shift A & B. Dapat disimpulkan bahwa kegiatan mengajar dengan menggunakan sistem shift tidak berjalan secara optimal.

**Kata Kunci:** *Kegiatan Mengajar, Pandemi, dan Shift System*

## **1. INTRODUCTION**

Teaching activities by means of a shift system were first carried out during the Covid-19 outbreak in the world. Because this disease outbreak is terrible and contagious, the domestic and foreign governments have decided to stay at home and not do any activities outside the home except for emergencies. This also includes the world of education. Where school activities are closed and an online learning system is implemented. This is done to minimize direct contact with persons and to break the chain of spreading the virus.

Therefore, learning activities during the Covid-19 period is much different from offline learning in general. The students only study from home using applications such as; google classroom, WhatsApp, and so forth. Then, the online learning system or virtual learning system is the learning system by integrating an internet connection with the teaching and learning process. (Song, Singleton, Hill, & Koh, 2004) Online learning is still considered a breakthrough or a new paradigm in teaching and learning activities were in the process of teaching and learning activities since teachers and students do not need to attend classrooms.

Moreover, after the world began to improve from the outbreak, the government took a policy to carry out offline learning by implementing a shift system. Where the learning process will be carried out in school again but will be divided gradually into one class. However, (Boadu, 2021) describes the school shift system as a "system of" schools where there are ways to improve the efficient provision of existing school premises". (Bervell, Sam, & Boadu, 2013) states that implementift school is a situation in which teachers are going to teach in one specific group with alternating sessions within two weeks alternately and on different days. That will also be carried out at the SMAN 3 Langsa in 2021 after the green zone is set by the government. Based on the pre-observation in December 2020, SMAN 3 Langsa is one of the schools that implements shift learning because the school has not provided a pface-to-facet face to face with the number was students were 35 in one class. Therefore, the shift system learning during the pandemic period began to be applied where in one class it was divided into two groups. In addition, for learning English even one class will learn on different weeks. This is will certainly be a new experience again after learning online for both teachers and students.

In fact, shift learning system also has its positive and negative impacts as well. Where, positively the teacher will teach with the number of students who are not too much in one class will make it easier for them to control students and so will their students become more focused during the learning process. On the negative side, the teacher will find it difficult to arrange student schedules and materials for each group.

## **2. LITERATURE REVIEW**

### **2.1 Definition of English Teaching Activity**

Richards (2002) asserts that English is an international language in which it is the most widespread medium of internal communication both due to the number and the geographical spread of its speaker, and due to the large of number of non-native speakers who use it for part at least of their international context (Moody, 2014) states that English is a language; it means that English language is develop its technique of communication.

Based on the moody statement, it can be explained that English is an important language in the process of developing communication where English is a communication tool used in every country including in the world of education Brown claims that language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture to communicate (Atkins, Brown, & Hammond, 2007). Based on the above definitions, it can be concluded that English is an International language, which is used as a medium of interaction with the society. Learning is the process through various experiences (Rebecca, 2017) states that learning refers to the relatively permanent change in person's knowledge or behaviour due to their experience.

Then, Sardiman (2015) explains that learning is a process of behaviour changes or private person based on practices or specific experience. Most of the learning process begins with the lack of attention, motivation, and liveliness. Without the attention and motivation of learners, they will not learn. Students' attention will appear if they feel that learning is a necessity. In constructing the knowledge, learners need to be active both physically and psychologically. Therefore, the activity is directed to process the experience. In addition, learning is the instructional and systematic process in which every component is crucial to successful learning. Another definition of learning presented by learning is planning or designing an effort to encourage learners to learn, so that learners interact with teacher as a source of learning and interacting with the entire learning resources to achieve the desired learning (Dimiyati & Mudjiono, 1999).

From the above statements, it can be concluded that the learning is a systematic process which is planned by teachers in order to help learners to achieve and implement learning objectives in a way to interact with all the learning resources.

Teacher is a person who teaches, especially in school Teaching is work of the teacher (1995: 1225) Teachers give some materials to the learners; they make some interaction with the learners. Teaching is a highly complex process and for the beginning professional, needs to be broken down into meaningful and acquirable parts. The effective teaching skill represents the teaching process into relatively discrete, well defined behaviour which is transferable to most classroom teaching contexts in which they can be adapted purposefully in different combinations. However, teaching is hard work. Knowing your content is necessary, though wholly insufficient, prerequisite to becoming outstanding teacher. Most of the teachers in the teaching profession are brilliant, possessing great knowledge and understanding of their chosen field of study, yet they will never be successful teachers. The effective teaching skill is complex. It is not enough to be a scholar; a good teacher is also part of salesperson, entertainer, psychologist, leader, counsellor, mediator, evaluator, guide, conductor, advocate, and cheerleader.

### **2.1.1 Teaching Style**

Teaching style is a personality combination plus the amount of expertise that one has in teaching technology (methods), subject matter, and pedagogical theory (Brahier, 2020). In teaching learning process, the skill of variability relates to the teacher's manner with variations in gesture, voice, and movement. Variations of voice, gesture, and movement can give effects on learners' attention and learning and the relationship between certain speech factors of the teacher and students' achievement is well established. The teachers should master the use of display materials, and how to get the most of the various materials available will be one of the most pressing problems for the teachers to solve, if the teacher must teach effectively.

According to Cruickshank and Kennedy as quoted by C (Dunn, 1974) teaching style needs to be adapted to particular learning objectives and tasks. Over exuberance may be inappropriate but judicious variations in manner make teaching more dynamic and enhance communication. The teachers act as agents of social control on behalf of a capitalist society and will be predetermined by their initial perspective, just as the teacher who sought to confirm her notion of good primary practice. According to Joseph

F. Callahan every teacher develops a style of teaching that is her/his own and with which he/she feels most comfortable.

This teaching style is a combination of personality plus the amount of expertise such as teaching technology (methods), subject matter, and pedagogical theory. Evidently, the most effective teachers are those who can vary their styles, or whose styles are so flexible that they encompass a great number of strategies and tactics, and are therefore readily adaptable to the different sorts of teaching learning situations that may develop. Specific characteristics of teaching styles are clearly related to the outcomes of the educational process: praise, feedback, criticism, advance organizer or conceptual models, classroom climate, co-operative reward structures

From the statement, teaching style is very useful for the result of the teaching learning process especially for the students. So the teacher can try to make their own teaching style variations in classroom activities. Other inclusive teaching strategies communicate respect, fairness, and high expectations, support student success, foster equitable class participation.

### **2.1.2 Components of Teaching Activities**

Variation in the teacher's manner or personal style is infinite in their possibilities. These changes, carefully employed, can do much to attract and sustain attention, convey meaning, and enhance communication and portray animation. Generally, component of teaching activity will be shown in the following ways:(Dunn, 1974).

#### **1. Voice variations**

These will include changes in the tone, pitch, volume and speed. A pleasant conversational talking style seems best for the teacher to adopt and this will naturally include moderate vocal variations such as those mentioned. There will be occasions, however, when the teacher may need to make more deliberate variations to dramatize an event, emphasize points, relate quietly to an individual pupil, speak sharply to an inattentive child, and so on.

#### **2. Focusing**

To focus attention on significant or key aspects the teacher may use 'verbal markers of importance', such as 'watch closely', 'now this is important'. Such verbal focusing is often accompanied by gesture focusing where the teacher points to an object or taps the blackboard for emphasis.

### 3. Pausing

The insertion of spaces of silence in teacher talk and teaching activity is another attention-demanding device. It captures attention by changing the stimulus from one of noise to quiet, or from one of activity to inactivity. It can be used to break teaching into easily processed units, marking the end of one teaching segment and preparing the pupils for the next. In questioning sequences the teacher's use of pauses or 'wait time' after asking a question allows students organize more complete answers. In discussion pausing allows pupils to reflect on what has been said.

### 4. Eye contact

When talking to or interacting with pupils the teacher should gaze around the classroom, meeting pupils' eyes, establishing a positive relationship and avoiding impersonality. Eye contact may also be used to convey information and respond to an answer or comment. By fixing his / her gaze on inattentive pupils the teacher can gain their attention or by shifting eye contact, gauge pupil interest and understanding.

### 5. Gesturing

Variations in facial expression, hand, head, and body movements are an important aspect of communication. A smile or frown, a wave of the hand or turning towards a particular pupil, not only attract attention but help convey the meaning of the oral message.

### 6. Movement

The movement of the teacher in the teaching space can help sustain attention and personalize teaching. As the occasion demands, the teacher may move to the back or front, left or right sides of the classroom, among, behind and beside pupils. Those variations can be used by the teachers in teaching their students. They can do those variations while explaining the materials or giving assignments for the students.

Therefore, by those variations teachers can attract the students' attention and also make process of teaching and learning more effective. Then, in English teaching activity component is needed to help students in learning process.

## **2.2 Shift System**

### **2.2.1 Definition of Shift System**

Abadzi (2010) as one of the exponents of the multiple shift school system as it is organized and implemented admits to the lack of literature on this pertinent educational topic. According to Bray “shift system means a school which caters for two or more entirely separate groups of students during a school day”. Some education authorities extend this model into triple shift system, where three groups of pupils study for instance respectively.

However, Boadu (2021) explains the school shift system as “a system of schooling there is a way of increasing the supply of school places by using existing resources efficiently”. Shift schooling and it is a situation where teachers teach in one particular group with alternating sessions (morning and afternoon) within a period of two weeks throughout the academic year. It is very important to get clarity on the different terminology used in describing the double shift session.

According to (Jančič & Hus, 2018) “sometimes the difference in terminology implies a difference in meaning”. In most contexts, terminology describing the double-shift sessions can be used interchangeably, although there are also exceptions to the rule. These schools also have different teachers for the different sessions. Half-session schools have been formed in Botswana with different pupils in the mornings and afternoons but in which the total classroom hours are reduced. In this case the two groups are taught by the same teacher. Full-day schools had an extended curriculum and did not close till finished learning. Nevertheless, since the government is however faced by the ongoing growth of the population and acute resource constraints and in order for the government to reach the goal of education for all, it has no choice but to continue with the implementation of double-shift schooling as a tentative measure until new and adequate infrastructure are constructed. This situation leaves much to be desired in terms of the impact on academic activities which has a rippling effect on academic performance.

### **2.2.2 Effects of the school shift system**

The effects of the school shift system may be thought of in two main spheres, positive and negative. The positive effects look at how the school shift system has been of help to stakeholders, educational authorities and planners, teachers, parents and even the students. On the other hand, the negative effects look at how the school shift system is adversely affecting, personnel, teaching and learning. The main purpose of shift system schooling is to increase the supply, while avoiding the dangers of the impact of the



pandemic so that the learning process continues in accordance with government recommendations (Dedeaux, 2012).

Introduction of shifts allows a single set of buildings and facilities to serve more students. This may be especially important in urban areas where land is scarce and buildings are expensive. Therefore, it is obvious that shift schooling has helped many countries to address the issue of access and to move towards universal primary and secondary education. In addition to addressing financial constraints and access to education, other purposes of the double-shift system is also to use human resources more intensively and effectively, for example, in cases where the same teacher is teaching different sessions. This type of arrangement can reduce the political tension in education that arises from receiving a low basic salary.

Moura (2014) makes reference to teachers who are “confronted by a group of tired, dirty and hungry students”. The Daily Graphic issue on February 22nd, 2004, carried a story in which the Eastern Regional National Commission on students advocated strongly that the school shift system should be abolished. He maintained that, the system breeds truancy among students, while others hide behind it to avoid being apprehended for not attending classes. Therefore, that most students seen loitering around during school hours generally give the excuses that they belong to the week shift, depending on when they are found outside the classroom.

In another Daily Graphic, the National Co-ordinator of Science Technology is reported to have urged the abolish the shift system since the program does not allow time for students to do enough practical in the sciences but they only engage in the theoretical aspects of the subject. Subsequently, the school shift system has proved disastrous, both in terms of making truants out of students, over stretching the teaching staff who are not paid for the extra hours and it's also affecting the general performance of students due to the reduction in contact hours and this he said really affects real academic work and teaching in these schools.

In another development, generally the school shift system is being phased out in her district because the shift system in schools has not proved effective adding that classes normally and this has affected the full coverage of syllabus”. Furthermore, emphasized that teachers who work in both sessions are likely to be tired and this can cause a further deterioration in quality. Shift systems are sometimes accused of causing social problems because students are only occupied in school for shorter periods and so



have more time to roam the streets cause trouble. In the view of many people, the problems posed by the shift system of schooling far outweigh its benefits.

### **3. Methods**

In this study, the researcher used qualitative research. Qualitative research used by the researcher to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from the perspective of those involved (Ary, Jacobs, & Razavieh, 2010) The central purpose of this study was to understand the world or the experience of another. The ultimate goal of this kind of research was to portray the complex pattern of what being studied in sufficient depth and detail so that someone who has not experienced it can understand it. This research focused on the teaching activity using shift system during pandemic

Qualitative research discussed a variety of strategy, including case study, ethnography, critical ethnography, performance ethnography, grounded theory, phenomenology, narrative inquiry, historical research, descriptive research, document or content analysis, naturalistic observation, and focused interviews. This research is categorized into the descriptive study which refers to the researcher's act in arriving and identifying a rich description of the people, objects, events, places, conversations and so on.

### **4. Result and Discussion**

The data in this research were collected from questionnaire and documentation. The questionnaire and documentation were about of the shift learning system which distributed to the teacher and students of the eleventh grade of IPA 3, SMAN 3 Langsa. This research was conducted from Wednesday, May 18<sup>th</sup> 2022 to Friday, May 27<sup>th</sup> 2022. Based on the result of data collection and analysis, the researcher found the teaching activity experience from open ended questionnaire data. The following are the list of teacher responses to the experience of teaching activities using the shift learning system:

#### **4.1 Teaching Activity Experience Using Shift System**

As we know, the shift learning system is implemented in almost all schools in Aceh in particular, including SMAN 3 Langsa during the pandemic or covid-19 outbreak. The shift learning system was carried out in order to reduce the spread of covid-19 and also tried to maximize the educational procedures that have been regulated by the government. Shift learning System is a new learning process which generates experience for teacher and students in its implementation. Therefore, the following is the experience

of teaching English to students by using the shift system obtained from result of teacher questionnaire.

**a. The application of shift learning systems and its reasons.**

To obtain clear information, the researcher asked questions related to the timing of the implementation of shift learning system at SMAN 3 Langsa and why did the school take part in applying the shift learning to their students. As for the answer from Mr. JI is the following

*The e-shift system learning at SMA Negeri 3 Langsa will be held in the new school year, June 2021, along with the increasing number of Covid-19 cases in Aceh, especially in Langsa City. The reason for implementing the shift system was after the government decided for all students to study from home or online. Then after world conditions began to recover from the covid-19 outbreak, the government decided to re-implement offline learning through shift system and this must be obeyed by all levels of education including SMAN 3 Langsa.*

Based on this statement, the shift learning system was carried out in early June 2021 and by other schools as well. The school itself implemented this learning because of the government regulations that cannot be contested. Related to the implementation of the shift system that has just been implemented at SMAN 3 Langsa, of course there are differences from previous learning situation. The following are activities for teaching English by using the shift system described by MR JI.

**b. English Teaching Activities Using the Shift System.**

*The shift system implemented did not stop the teaching and learning process (KBM), but reduce the meeting schedule and school hours from 45 minutes to 30 minutes. Even to study at home by using a smartphone. In addition, the number of students in the class was limited and the meeting was divided into 2 different weeks in one class so that the number of students was only 15 people and for the other 15 students will study by the following week. This activity was carried out continuously during shift learning system. Then, this teaching activity makes the teacher be able to manage the time, the number of students, and even the materials learn which were very different from the previous normal learning.*

Teaching activities by using the shift system are very limited in time. With 30 minutes of each meeting, of course there will be obstacles in conveying the material and this can also make the teacher less optimal in delivering learning material and so do students in understanding the learning material. The English teacher also agreed with the following answer:

**c. Shift system helps the process of learning English.**

*There are two different point of view related to learning English using this shift system. During the pandemic the shift system is a better alternative to keep learning face to face than studying from home during the lockdown period. Another point of view, the shift learning system is ineffective as there are many negative impacts on students in accepting the learning process. The school limits the time to study less than 30 minutes each meeting and this not optimal for learning.*

**4.2 The Obstacles in Learning Activities Using Shift System**

Obstacles in learning will certainly be faced by each of the rest. However, the obstacles in learning are certainly different. During the pandemic, students went through an unusual and unprecedented learning process. Before studying with the shift system, students studied online which they did not meet directly with the teacher. It made it more difficult for students to receive learning than before. Furthermore, students also used their mobile phones more often every day for the reasons to stud and they are off school for a very long period of time. Then, when the shift system is implemented, of course new problems arise, namely the time restrictions they experience in the learning process apart from teachers who receive complaints and the students also experience the same thing. The following are students' responses to the shift learning system.

**a. The application of shift learning systems and the reasons.**

The following are students' answers regarding the timing of the implementation of the shift system in their school and also the students' learning activities while using the system shift, according to the rest of the Students MK:

*"The learning by using shift system will start in June 2021. Then the learning activities are the same as normal learning but we are divided into two groups and the time is also shorter than usual.*

The following are the responses from four other students, namely RR, MN, SK, and NT related to shift learning system activities.

*"The shift learning system as I recall was carried out in early June, and we learned in different ways, starting from the arrangement of students who were divided into two parts in 1 class, we had less time to study, and we also often repeated the same material when studying"*

Other students stated

*"I forgot the date, if was not mistaken, it was on June 2021 for 2 months. The learning activities seemed to be less effective because it was very different from the previous one which was full face-to-face without any reduction in number of hours and also a reduction in students in one class.*

*"When studying by using shift in June 2021, the learning activities were calmer and less noisy because to the number of students used to be large, but studying by shift system has fewer students. To understand the material was more difficult through the shifts learning.*

The last opinion was from NT:

*"Learning activities by using the shift system were very tiring to remember the school schedule, because it was divided into two different meeting weeks. The shift system was implemented in June 2021.*

Based on the answers of the five students, the shift learning system was relevant to what Mr. JI said, which it was held in June, 2021. Meanwhile, for their learning activities they had different perceptions but the same goals where there were differences in the shift learning system process from the previous offline learning.

#### b. Learning Activities by Using Shifts System and Students' Obstacles

Afterwards, the researcher also asked the students questions related to learning English activities and the difficulties they encountered while learning through shift system, here are the answers from 5 other students. According to PA learning the shift system was very ineffective because of the study schedule was changed every week:

*"I encountered many obstacles while studying during shift system. In fact, I often forgot the school schedule because the week was different, then I often had difficulty understanding the learning material, it made it even more difficult.*

Meanwhile, according to AL:

*"This shift system was more tiring in my opinion, and it also made difficult to understand the material".*

Then, three other students also had almost the same opinion as AF:

*"I think learning this system shift makes learning conditions less stable, especially after a long lockdown we become more confused and find it difficult to understand the learning,"*

Moreover, the same thing also said by AF:

*"The activities are like normal learning, but there are so many obstacles. It is quite often to happen that the teacher has not finished explaining the material but the learning time is over. In my opinion, it is not very exciting."*

The last, AS conveyed that:

*"Learning activities are confusing as long as this system is implemented, it's better to study normally as it is now."*

Thus, from all the answers of students who expressed their opinions about learning activities through the shift system, there were many obstacles they found during the learning and almost all of them stated that the time was very limited so that the learning process was not optimal. So they more move confused learning through shift system than previous offline learning. Therefore, students found many obstacles during learning activities.

### **c. Students' Interest in Learning During Shift System**

Based on question about students' interest in learning through shift system, all of the students responded they were lack of interest in the learning. This was expressed by five student's answers as shown below. AN responded as following:

*"I'm not interested because during the shift there were many repetitions of material because only one shift learns it, so the other shifts will miss the material."*

Likewise MK stated that:

*"We were unhappy as the material we study has to be repeated and sometimes even our own teachers often forget the schedule for next material which was on shift. The teacher must be confused in arranging the material we will study for each shift at each meeting."*

Therefore, MK also expressed his feeling during the learning as follows:

*"I'm really not interested, even if possible; never apply the shift learning system again because it really confused us as students."*

SK stated similar that:

*"I'm not very interested in learning during the shift system, apart from making us even lazier to go to school because we have a lot of holidays; it also makes us fall behind on the material that we should be good."*

*"I really don't like and have no interest in learning during the shift system during the corona period. It is good that the learning continues as it is now so that we, who were a little difficult to learn English, become better than learning system shifts."*

Thus, students prefer to study offline as the time before the shift learning it is because they find it difficult to learn many other obstacles they get. Students' motivation to learn English is also reduced by the shift system.

#### **d. Positive and Negative Impacts of Shift System on Learning English.**

Although there are many obstacles due to shifts system, of course there is a positive impact from the learning. This was expressed by all students as NT stated:

*"Of course there are positive and negative impacts, during the learning process use a shift system. The positive impact where when the learning process was in progress, the classroom atmosphere becomes calmer and less noisy as usual, the negative impact of this system was it is many often repetitions of material."*

Besides that, PA also stated the positive and negative impacts of the shift system learning:

*"There are positive and negative impacts. The positive side was when learning was more controlled because there were not too many students in the class. While the negative impact was the lack of time affects our learning ability".*

AL also conveyed the same thing:

*"The positive impact of shift learning was that the classroom atmosphere system was more conducive, learning can be more focused. However, the negative impact was that students are often lazy to go to school because school schedules were starting to become irregular, then limited time constraints became less effective."*

Next, AF said:

*"Yes, there were positive and negative impacts. The positive impacts were calmer and we listen to the teacher's explanation clearly, the negatives are repetition of material and the time was limited."*

The last opinion was from AS:

*"The positive impact of system shift learning was that learning can be more focused, but the negatives were that there was less time and the material was not very clear."*

In other words, learning English using the shift system has a positive impact on the focus of students' learning, because fewer students become more controlled students and it was easier for the teachers to manage students in class. However, the shift system arrangement that made negative impacts arose from both students and teachers such as lack of time, material that will be repeated because of shift arrangements, students became less motivated to learn because they often had holidays. Therefore, there were many negative impacts of system shift learning.

## **5. Discussion**

Based on the data from questionnaire, the researchers gave further information and discussion as follow: This research was conducted at the second-grade students of SMAN 3 Langsa related to the shift learning system at the time of Covid19 in the 2021 school year. The purpose of this study was to find out the experience of teaching English activities by using shift system during the pandemic period and also to find out the obstacles of students in learning English while using the shift system. In addition, this research was conducted at one class XI Natural Sciences teacher of SMAN 3 Langsa with a number of students were 35 in one class but the researcher only focused on ten students. The results of this study were obtained from teacher and students through open questionnaires shared by the researchers.

Before the shift system students faced e-learning learning by using applications such as Google Classroom, WhatsApp, Zoom, and others. Based on the teacher experience in teaching English using shift system implemented did not completely stop the teaching and learning process (KBM), but reduced the meeting schedule by reducing school hours from 45 minutes to 30 minutes and to study at home by using a smartphone. In addition, the number of students in the class was limited and the meeting was divided into 2 different weeks in one class so that the number of students was not too many. Each class consisted of only 15 students and for the other 15 students the learning will be held by the following week. This activity was carried out continuously during shift learning system. Then, this teaching activity also made the teacher had to be able to manage the time, the number of students and even the material which was very different from the previous learning. Teaching activities using the shift system were very limited in time which was 30 minutes for each meeting. There were obstacles in conveying the material and this also made the teacher less optimal in delivering the lesson.

It can be concluded that the experience of teaching English, especially during the shift system did not go well and gave many negative values rather than positive values. This was also a problem for teachers in adjusting the material and students' abilities. So that, teacher felt it was better for the system shift learning process that took place during the covid-19 period not to be extended and instead it was hoped that it will return to normal as before. Therefore, there were also very many negative impacts on shift learning system.



## 6. Conclusion

Based on the findings of study, the researcher concluded that:

1. The experience of teaching activity using shift system has an impact on the learning process. Where, the shift system applied at SMAN 3 Langsa is divided into two shift group A and B and each group learn English in two different meetings. Then, the teacher must arrange the schedule and students' material according to the syllabus simultaneously on different days. This is often leading to a mistake for the teacher when repeating the material. In addition, the duration of the learning was only 30 minutes which the previous duration was 45 minutes. Based on the result, it can be concluded that the teaching activities using the shift system were not running optimally.
2. Students also experienced obstacles in learning. Almost all students complained that they do not like the implementation of learning using the shift system. apart from the problem of shorter learning period, repetition of material, and also they give other reasons such as difficulty to understand the material conveyed by the teacher because sometimes the explanation is often incomplete due to the time is limited. They also lazy to study and go to school because the learning was divided into shifts A and B. Although there was a positive impact, namely the implementation of the shift system, students became more focused because fewer students made the class atmosphere were more conducive.

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